CHAPTER 16 Assessment

CCSS

Directions: On a separate sheet of paper, answer the questions below. Make sure you read carefully and answer all parts of the questions.

Lesson Review

Lesson 1

1. **CONTRASTING** How did humanism contradict medieval attitudes toward Christianity?
2. **IDENTIFYING** What was the Modern Devotion?
3. **CONTRASTING** How did Martin Luther's attitude toward good works contradict Erasmus's philosophy of Christ?
4. **ASSESSING** Why did it take 38 years from the time Luther wrote his Ninety-five Theses until Lutheranism was accepted at the Peace of Augsburg?

Lesson 2

5. **DRAWING CONCLUSIONS** How is the concept of predestination tied to the dynamic growth of the Calvinist faith?
6. **IDENTIFYING CENTRAL ISSUES** What were the Anabaptists' core beliefs?
7. **SUMMARIZING** What role did the Bible play in Protestant faiths? In the Roman Catholic faith?
8. **IDENTIFYING** What was the Council of Trent?

21st Century Skills

9. **IDENTIFYING PERSPECTIVES** What were Protestants protesting against?
10. **UNDERSTANDING RELATIONSHIPS AMONG EVENTS** Why did the German peasants expect Luther to support their revolt?
11. **IDENTIFYING CAUSE AND EFFECT** One can never predict all the effects of one's actions. How does the experience of Queen Mary I as she tried to restore Catholicism as the sole religion of England illustrate this?
12. **UNDERSTANDING RELATIONSHIPS AMONG EVENTS** What benefits, if any, did the revolt against the Catholic Church lead to for Catholicism?

Exploring the Essential Questions

13. **SEQUENCING INFORMATION** Work with a small group to create a time line showing at least six events in the Reformation and the Catholic Reformation. Label each event explaining how it influenced society and beliefs. Include visuals such as portraits, drawings of events, and maps.

DBQ Analyzing Historical Documents

Use the document to answer the following questions.

Teresa of Ávila wrote several books, including a treatise on prayer called *The Interior Castle,* addressed to the nuns in her convent. This excerpt is from the epilogue to *The Interior Castle*.

PRIMARY SOURCE

"In return for my strong desire to aid you in serving Him, my God and my Lord, I implore you, whenever you read this, to praise His Majesty fervently in my name and to beg Him to prosper His Church, to give light to the Lutherans, to pardon my sins and to free me from purgatory, where perhaps I shall be, by the mercy of God, when you see this book (if it is given to you after having been examined by theologians). If these writings contain any error, it is through my ignorance; I submit in all things to the teachings of the holy Catholic Roman Church, of which I am now a member, as I protest and promise I will be both in life and death."

14. **ANALYZING PRIMARY SOURCES** What is Teresa's opinion of her religion?
15. **MAKING INFERENCES** Why does Teresa pray for God to give light to the Lutherans?

Extended-Response Question

16. **INFORMATIVE/EXPLANATORY** Discuss the links between politics and religion during the fifteenth and sixteenth centuries. Explain which political, economic, and social factors led to religious reform.

Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Go to page	306	307	308	308	312	313	308	315	307	309	313	314	307	316	316	306

The Age of Exploration

1500–1800

ESSENTIAL QUESTION *What are the effects of political and economic expansion?*

networks

There's More Online! about the age of exploration.

CHAPTER 17

Lesson 1
European Exploration and Expansion

Lesson 2
The First Global Economic Systems

Lesson 3
Colonial Latin America

The Story Matters...

During the Age of Exploration that began in the late fifteenth century, European explorers made voyages in search of wealth, new lands, and converts for Christianity. They found all of these things and more, including civilizations undreamed of by Europeans. They also established the first global trading empires. One of these European explorers was Amerigo Vespucci, an Italian navigator who made several voyages to the Western Hemisphere.

◀ Reading of Vespucci's voyages, a German mapmaker proposed using a form of the name Amerigo for the newly found lands. In 1507 he published the first map with the name "America" on the still unknown lands of the Western Hemisphere. This portrait of Vespucci appeared in a geographical work published in 1673.

PHOTO: The Image Works.

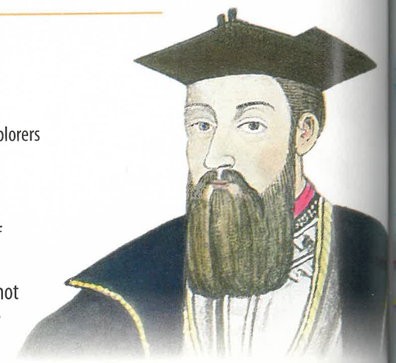
CHAPTER 17 CCSS

Place and Time: The Age of Exploration 1500–1800

The Age of Exploration led to great cultural and economic changes, both in Europe and throughout the world. The European explorers of the fifteenth and sixteenth centuries pioneered new trade routes that would link regions previously isolated. New global political and economic relations developed, and a new interconnected world began to emerge. However, this large-scale European expansion often had negative side effects for the indigenous peoples, including war, disease, and cultural devastation.

Step Into the Place

Read the quotes and look at the information presented on the map.



DBQ **Analyzing Historical Documents** What different motivations affected European explorers of this time?

PRIMARY SOURCE

"And [the Portuguese explorer Vasco da Gama] told [the Indian ruler of Calicut]… [kings of Portugal] had annually sent out vessels to make discoveries in the direction of India, … not because they sought for gold or silver, for of this they had such abundance that they needed not what was to be found in this country. He further stated that the captains sent out traveled for a year or two, until their provisions were exhausted, and then returned to Portugal…"

—from *Journal of the First Voyage of Vasco da Gama*, 1497–1499

PRIMARY SOURCE

"[Hernán Cortés] said to [the Aztec ruler] Montezuma through our interpreter, half laughing: 'Señor Montezuma, I do not understand how such a great Prince and wise man as you are has not come to the conclusion, in your mind, that these idols of yours are not gods, but evil things that are called devils'…

Montezuma replied half angrily…'Señor [Cortés],… we consider [our gods] to be very good, for they give us health and rains and good seed times and seasons and as many victories as we desire, and we are obliged to worship them and make sacrifices, and I pray you not to say another word in their dishonour.'"

—from *The Discovery and Conquest of Mexico,* Bernal Díaz del Castillo, 1552–1568

PHOTO: (l)Mirror of Saldanu/Getty Images, (r)Pedro Barreto de Resende/The Bridgeman Art Library

Step Into the Time

Demonstrating Understanding Choose an event from the time line and explain how it shows a consequence of the European voyages of discovery.

1500 Pedro Cabral of Portugal reaches South America

1519 Hernán Cortés of Spain arrives in Mexico; by 1521 he has conquered the Aztec Empire

1520 Commanding a Spanish fleet, Ferdinand Magellan sails into the Pacific Ocean

1533 Francisco Pizarro of Spain conquers the Inca Empire

1538 Fewer than 500 Native Americans survive on Hispaniola

1608 Samuel de Champlain of France founds Quebec

EUROPE AND THE AMERICAS

THE WORLD

1500 1550 1600

1520 Süleyman I takes control of the Ottoman Empire.

circa 1526 West African ruler Afonso I attempts to restrict slave trade

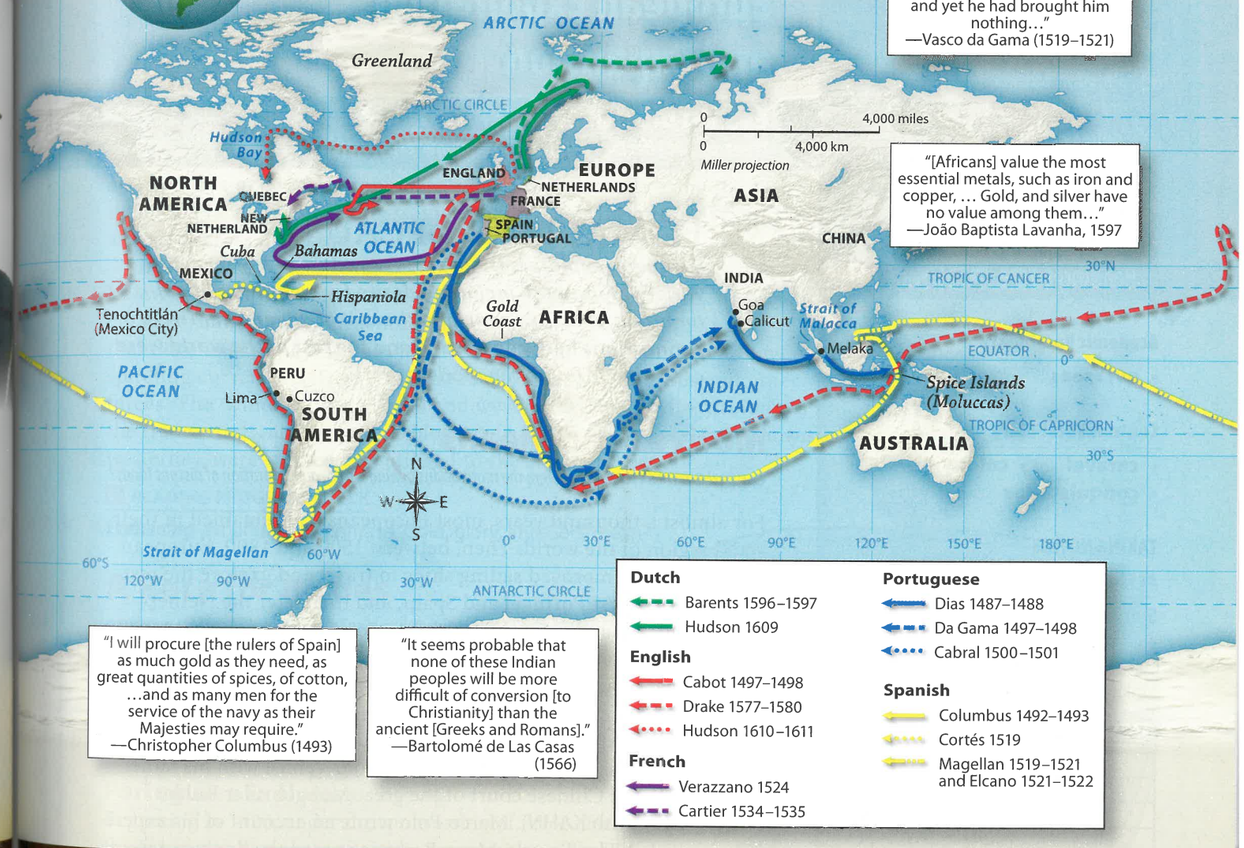
1590 Toyotomi Hideyoshi takes control of Japan

networks

There's More Online!

- MAP Explore the interactive version of this map on Networks.
- TIME LINE Explore the interactive version of the time line on Networks.

European Voyages of Discovery 1500–1800



"[The king of Calicut] then said that [da Gama] had told him he came from a very rich kingdom, and yet he had brought him nothing…"
—Vasco da Gama (1519–1521)

"[Africans] value the most essential metals, such as iron and copper, … Gold, and silver have no value among them…"
—João Baptista Lavanha, 1597

"I will procure [the rulers of Spain] as much gold as they need, as great quantities of spices, of cotton, …and as many men for the service of the navy as their Majesties may require."
—Christopher Columbus (1493)

"It seems probable that none of these Indian peoples will be more difficult of conversion [to Christianity] than the ancient [Greeks and Romans]."
—Bartolomé de Las Casas (1566)

Dutch
- Barents 1596–1597
- Hudson 1609

English
- Cabot 1497–1498
- Drake 1577–1580
- Hudson 1610–1611

French
- Verazzano 1524
- Cartier 1534–1535

Portuguese
- Dias 1487–1488
- Da Gama 1497–1498
- Cabral 1500–1501

Spanish
- Columbus 1492–1493
- Cortés 1519
- Magellan 1519–1521 and Elcano 1521–1522

1612 Tokugawa Shogunate begins closing of Japan to foreign missionaries

1644 End of China's Ming Dynasty; succeeded by Qing Dynasty

1632 Building of Taj Mahal begins

1664 England seizes New Netherland colony from the Dutch and renames it New York

1687 Ottoman Sultan Süleyman II comes to power

1707 Decline of Mogul empire in India begins

1736 End of Safavid rule in Iran

1740 War of Austrian Succession begins

1756 Seven Years' War between Britain and France begins

1787 Northwest Ordinance bans slavery in the Northwest Territory of the United States

1650 1700 1750 1800

networks

There's More Online!

- ☑ BIOGRAPHY Christopher Columbus
- ☑ BIOGRAPHY Hernán Cortés
- ☑ IMAGE Aztec Warriors Defend Tenochtitlán
- ☑ INFOGRAPHIC Spanish Conquest of the Aztec and Inca
- ☑ INTERACTIVE SELF-CHECK QUIZ
- ☑ PRIMARY SOURCE Letter from Hernán Cortés
- ☑ PRIMARY SOURCE Rights Granted to Columbus by Spain
- ☑ VIDEO European Exploration and Expansion

Reading HELPDESK

Academic Vocabulary

- **overseas**

Content Vocabulary

- **caravel**
- **colony**
- **conquistador**

TAKING NOTES:

Key Ideas and Details

Summarizing Use a graphic organizer like this one to identify which European nations and individuals explored which region(s).

Nation	Explorer	Region(s)

LESSON 1

European Exploration and Expansion

ESSENTIAL QUESTION

What are the effects of political and economic expansion?

It Matters Because

European explorers traveled east and west driven by a variety of motives, including desire for wealth, political ambition, religious zeal, and the call of adventure. These connections between Europe and the rest of the world were crucial to forming the modern world.

Motives and Means

GUIDING QUESTION ***What were the motivations behind European exploration of distant lands?***

For almost a thousand years, most Europeans had remained in their small region of the world. Then, between 1500 and 1800, European explorers used improved sailing ships to travel and explore the rest of the world. First Portugal and Spain, and then later the Netherlands, England, and France, reached to new economic heights through their travels and resulting trading activity. At the end of the fifteenth century, they set out on a remarkable series of **overseas** journeys. What caused them to undertake such dangerous voyages?

European explorers had long been attracted to Asia. In the late thirteenth century, Marco Polo traveled from Venice with his father and uncle to the Chinese court of the great Mongol ruler Kublai Khan (KOO • bluh KAHN). Marco Polo wrote an account of his experiences, entitled *The Travels*. Many Europeans read the book and were fascinated by what they imagined as the exotic East. In the fourteenth century, conquests by the Ottoman Turks reduced the ability of Westerners to travel by land to the East. People then spoke of gaining access to Asia by sea.

Economic motives loom large in European expansion. Merchants, adventurers, and state officials had high hopes of expanding trade, especially for the spices of the East. The spices, which were needed to preserve and flavor food, were very expensive after Arab middlemen shipped them to Europe. Europeans also had hopes of finding precious metals.

It has been said that "Gold, glory, and God" were the key motives for European expansion. This statement suggests another reason for the overseas voyages: religious zeal. Many people shared the belief of Hernán Cortés, the Spanish conqueror of Mexico, that they must ensure that indigenous people were "introduced into and instructed in the holy Catholic Faith."

Spiritual and secular affairs were connected in the sixteenth century. Many Europeans wanted to convert indigenous people to Christianity, but grandeur, glory, and a spirit of adventure also played a major role in European expansion.

New sailing technology made the voyages of discovery possible. Europeans had now reached a level of ship design that enabled them to make long-distance voyages beyond Europe. The Portuguese invented a ship, called the **caravel**, that was faster than previous models. It made long voyages of exploration possible and lowered the cost of transport. The caravel's design included a large cargo hold. It used triangular, or lateen, sails, taken from Arab designs, which allowed it to sail against the wind.

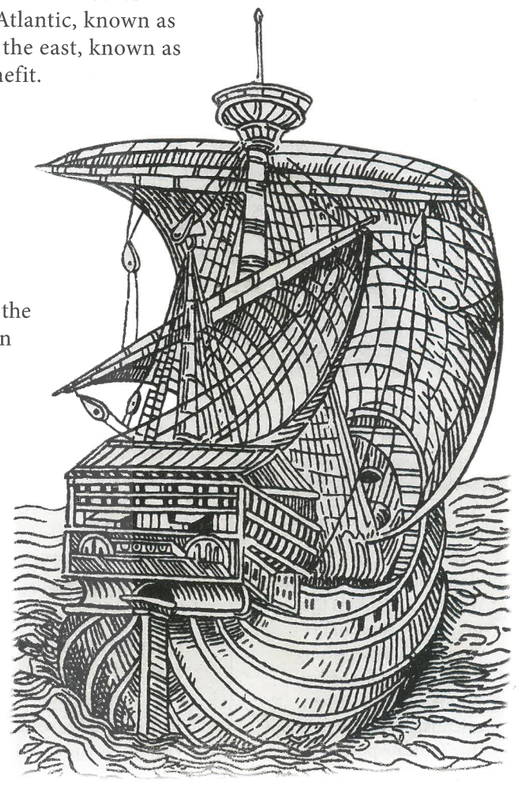
European explorers also had more accurate maps because of advances in cartography, the art and science of mapmaking. Sailors used the astrolabe, an invention of Greek astronomers, to plot their latitude using the sun or stars. The magnetic compass, invented in China, also helped sailors chart a course across the ocean.

Another factor assisting European explorers was their increasing knowledge of wind patterns of the Atlantic Ocean. The winds, ocean currents, and climate influenced the journeys of the early sailing vessels that depended on them. The Atlantic, Pacific, and Indian Oceans have spiraling currents, called gyres, that result from global winds and other forces. The winds blowing south and west in the North Atlantic, known as the trade winds, and the winds blowing from the west to the east, known as westerlies, were studied and utilized to the explorers' benefit.

overseas beyond or across the sea

caravel a small, fast, maneuverable ship that had a large cargo hold and usually three masts with lateen sails

▼ A Portuguese caravel



READING PROGRESS CHECK

Explaining What does the phrase "Gold, glory, and God" mean?

A Race for Riches

GUIDING QUESTION ***How were Spain and Portugal able to take the lead in discovering new lands?***

During the fifteenth century, European explorers sailed into the world in new directions. Portuguese ships took the lead when they sailed southward along the West African coast.

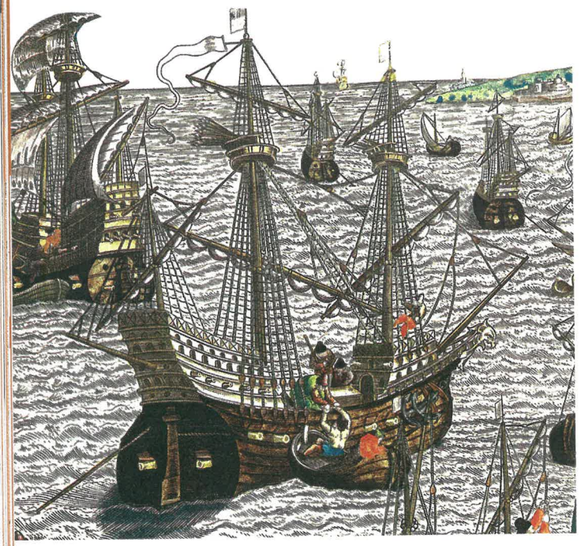
Portuguese Explorers

Beginning in 1420, under the sponsorship of Prince Henry the Navigator, Portuguese fleets began probing southward along the western coast of Africa. There, they discovered a new source of gold. The southern coast of West Africa became known to Europeans as the Gold Coast.

Portuguese sea captains heard reports of a route to India around the southern tip of Africa. In 1488 Bartholomeu Dias reached the tip, later called the Cape of Good Hope, and returned. Next, Vasco da Gama went around Africa and cut across the Indian Ocean to the coast of India. In May 1498, he arrived off the port of Calicut. After da Gama returned to Portugal, he made a large profit from the cargo of spices he obtained in India.

PHOTO: © to it/De Agostini/SuperStock, ca. 1544/Library of Congress, © The Print Collector / AgeFotostock, Master of Saldana/Getty Images, North Wind/North Wind Picture Archives.

PHOTO: De Agostini/SuperStock.



▲ An engraving from 1592 shows the harbor of Lisbon full of ships coming from and going to Portugal's overseas colonies.

▶ CRITICAL THINKING

Analyzing What does this image suggest about Portugal's role in international trade at the end of the sixteenth century?

Portuguese fleets returned to the area to take control of the spice trade from the Muslims. The Portuguese Admiral Afonso de Albuquerque (AL • buh • KUR • kee) established a port at Goa, India. Later, Albuquerque sailed into Melaka, a thriving spice trade port on the Malay Peninsula. By taking over Melaka, the Portuguese destroyed Arab control of the spice trade and gained a stopping place on the long journey to the Moluccas, then known as the Spice Islands.

A Portuguese treaty signed with the local Moluccan ruler established Portuguese control of the spice trade. The Portuguese had a limited empire of trading posts on the coasts of India and China. They did not have the power, people, or the desire to colonize these regions.

Spanish Explorers

Educated Europeans knew the world was round but had no idea of its circumference, the size of the Asian continent, or that another continent was located to the west between Europe and Asia. While the Portuguese sailed south along the coast of Africa, then east through the Indian Ocean, the Spanish sailed west across the Atlantic Ocean to find the route to Asia.

Christopher Columbus believed he could reach Asia by sailing west instead of east around Africa. Columbus persuaded Queen Isabella of Spain to finance an exploratory expedition. In October 1492, he reached the Americas, where he explored the coastline of Cuba and the island of Hispaniola in the Caribbean.

Columbus believed he had reached Asia. After three voyages, he had still not found a route through the outer islands to what he believed was the Asian mainland. In his four voyages, Columbus reached all the major Caribbean islands and Honduras in Central America—all of which he called the Indies.

Another important explorer funded by Spain was Ferdinand Magellan. In September 1519, he set sail from Spain in search of a sea passage through the Americas. In October 1520, Magellan passed through a waterway along the tip of South America, later called the Strait of Magellan, into the Pacific Ocean. The fleet reached the Philippines, but indigenous people there killed Magellan. Although only one of Magellan's ships returned to Spain, as the leader of the expedition, he is remembered as the first person to sail completely around the globe.

New Lands to Explore

Spain and Portugal each feared that the other would claim some of its newly discovered territories. They resolved their concerns over control of the Americas with the Treaty of Tordesillas, signed in 1494. The treaty called for a boundary line extending from north to south through the Atlantic Ocean and the easternmost part of the South American continent. Unexplored territories east of the line would be controlled by Portugal, and those west of the line by Spain. This treaty gave Portugal control over its route around Africa, and it gave Spain rights to almost all of the Americas.

Soon, government-sponsored explorers from many European countries joined the race to the Americas. A Venetian seaman, John Cabot, explored the New England coastline of the Americas on behalf of England in 1497. The Portuguese sea captain Pedro Cabral landed in South America in 1500, which established Portugal's claim to the region later named Brazil. Amerigo Vespucci (veh • SPOO • chee), a Florentine, went along on several voyages. His letters describing the lands he saw led to the use of the name America (after Amerigo) for the new lands.

Connections to TODAY

Mapping Ocean Winds

A contemporary use of ocean winds is to drive wind turbines producing electricity. To harness this resource, scientists first need to identify areas in the oceans that have strong winds, using data from NASA satellites. Then, scientists can prepare maps that indicate potential sites for wind farms.

PHOTO: Giraudon / The Bridgeman Art Library International

✓ READING PROGRESS CHECK

Interpreting How were the first explorations of Spain and Portugal similar and different?

The Spanish Empire

GUIDING QUESTION *What were the results of Spanish and Portuguese conquests in the Americas?*

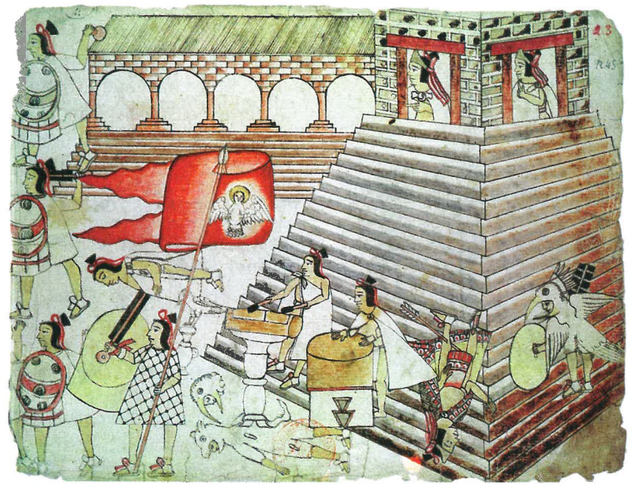
The Spanish conquerors of the Americas—known as **conquistadors**—were individuals whose firearms, organizational skills, and determination brought them extraordinary success. With their resources, the Spanish were able to establish an overseas empire that was quite different from the Portuguese trading posts.

conquistador a leader in the Spanish conquest of the Americas

Conquest of the Aztec

For a century, the Aztec ruled much of central Mexico from the Gulf of Mexico to the Pacific coast. Most local officials accepted the authority of the Aztec king in the capital Tenochtitlán, which was located at the site of modern-day Mexico City.

In 1519 a Spanish force under the command of Hernán Cortés landed at Veracruz, on the Gulf of Mexico. Cortés marched to Tenochtitlán with a small number of troops—550 soldiers and 16 horses. As he went, he made alliances with city-states that had tired of the oppressive rule of the Aztec. Particularly important was the alliance with Tlaxcala. In November, Cortés arrived at Tenochtitlán and was welcomed by the Aztec monarch Montezuma (Moctezuma). The Aztec were astounded to see the unfamiliar sight of men on horseback with firearms, cannons, and steel swords. These weapons gave the Spaniards a great advantage in fighting the Aztec.



▲ Aztec warriors defending Tenochtitlán against the Spanish

▶ CRITICAL THINKING

Drawing Conclusions How did the differences between Aztec and Spanish methods of waging war affect the outcome of the Spanish invasion?

PRIMARY SOURCE

"We arrived at a broad causeway, when we saw many towns and villages built in the lake, and other large towns on the land, with the level causeway running in a straight line to [Tenochtitlán]. We were astounded and told one another that the majestic towers and houses, all of massive stone and rising out of the waters, were like enchanted castles we had read of in books. Indeed, some of our men even asked if what we saw was not a dream."

— Bernal Díaz del Castillo, from *The True History of the Conquest of New Spain*

Eventually, tensions arose between the Spaniards and the Aztec. The Spanish took Montezuma hostage and began to pillage the city. In the fall of 1520, one year after Cortés had first arrived, the local population revolted and drove the invaders from the city. Many of the Spaniards were killed.

PHOTO: © The Print Collector / Age Fotostock

However, the Aztec soon experienced new disasters. With no natural immunity to European diseases, many Aztec fell sick and died, especially from smallpox carried to the Americas by the Spaniards. Meanwhile, Cortés received fresh soldiers from his new allies in city-states such as Tlaxcala. After four months, the Aztec surrendered.

The forces of Cortés leveled pyramids, temples, and palaces and used the stones to build Spanish government buildings and churches. They filled in Aztec canals to make roads. The magnificent city of Tenochtitlán was no more. During the 30 years after the fall of the Aztec Empire, the Spanish expanded their control to all of Mexico.

Conquest of the Inca

When the first Spanish expeditions arrived in the central Andes of South America, they encountered a flourishing empire ruled by indigenous people, the Inca. In early 1531, Francisco Pizarro landed on the Pacific coast of South America with only a small band of about 180 men. Like Cortés, Pizarro brought steel weapons, gunpowder, and horses. The Inca had never before seen these things.

The Spanish also brought smallpox. Like the Aztec, the Inca had no immunities to European diseases. Smallpox soon devastated entire villages. Even the Inca emperor was a victim.

When the emperor died, both of his sons claimed the throne. This led to a civil war. Taking advantage of the situation, Pizarro captured Atahuallpa, the new emperor. With their stones, arrows, and light spears, Inca warriors provided little challenge to Spanish technology.

After executing Atahuallpa, Pizarro, his soldiers, and their Inca allies sacked Cuzco, the Inca capital. By 1535, Pizarro had established a new capital at Lima for a new **colony** of the Spanish Empire.

colony a settlement of people living in a new territory, linked with the parent country by trade and direct government control

READING PROGRESS CHECK

Comparing and Contrasting How were the conquests of the Aztec and the Inca similar and different?

European Rivals

GUIDING QUESTION *Which other European countries explored and settled in the Americas?*

By the end of the sixteenth century, several new European rivals—the Dutch, French, and English—had begun to challenge the Portuguese and the Spanish for colonial dominance. Motivated by the promise of gold and other precious goods, these countries sent explorers to the Americas to search for new sources of wealth and trade opportunities.

The Dutch formed the West India Company. Although it made some temporary inroads in Portuguese Brazil and the Caribbean, the company lacked the resources and power to maintain these gains.

In the early seventeenth century, Dutch settlements were established on the North American continent and named New Netherland. The colony extended from the mouth of the present-day Hudson River as far north as present-day Albany, New York. This settlement and others never flourished because of the West India Company's commercial goals. Fur trading, with its remote outposts, did not encourage settlement.

After 1660, the Dutch commercial empire in the Americas fell to its rivals, the English and the French. In 1664 the English seized the colony of New Netherland from the Dutch and renamed it New York. The Dutch West India Company soon went bankrupt.

GEOGRAPHY CONNECTION

1. **ENVIRONMENT AND SOCIETY** On which waterways did the early Dutch and French fur trappers depend?
2. **PLACES AND REGIONS** How did the pattern of English settlement differ from that of the Dutch and the French?

During the seventeenth century, the French colonized parts of what is now Canada, then named New France, and Louisiana. In 1608 Samuel de Champlain founded Quebec, the first permanent French settlement in the Americas. When New France became a royal province in 1663, with its own governor, military commander, and soldiers, the population grew and the colony developed. Meanwhile, English settlers were founding Virginia and the Massachusetts Bay Colony.

By the end of the seventeenth century, the English had established control over most of the eastern seaboard of North America. They had also set up sugar plantations on several Caribbean islands. Nevertheless, compared to the enormous Spanish empire in Latin America, the North American colonies were of minor importance to the English economy.

READING PROGRESS CHECK

Locating Where were the earliest settlements of the Dutch, French, and English in the Americas?

LESSON 1 REVIEW CCSS

Reviewing Vocabulary

1. ***Identifying*** Write a paragraph explaining why the caravel was an important development for European explorers.

Using Your Notes

2. ***Summarizing*** Use your graphic organizer on European exploration to write a paragraph summarizing the major explorers and the regions each nation explored.

Answering the Guiding Questions

3. ***Identifying Cause and Effect*** What were the motivations behind European exploration of distant lands?
4. ***Making Connections*** How were Spain and Portugal able to take the lead in discovering new lands?
5. ***Identifying Cause and Effect*** What were the results of Spanish and Portuguese conquests in America?
6. ***Naming*** Which other European countries explored and settled in the Americas?

Writing Activity

7. **INFORMATIVE/EXPLANATORY** Write an essay explaining how the Spanish succeeded in conquering much of the Americas. Identify the various factors that enabled them to overthrow such long-standing and extensive empires as the Aztec and the Inca.

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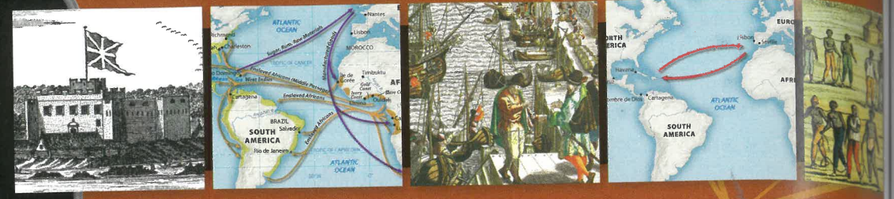
There's More Online!

- BIOGRAPHY King Afonso I
- CHART/GRAPH Age of Exploration Economic Concepts
- INTERACTIVE SELF-CHECK QUIZ
- PRIMARY SOURCE Grant for Encomienda
- PRIMARY SOURCE King Afonso's Letter to the King of Portugal
- TIME LINE From Africa's Shores to America's Plantations
- VIDEO The First Global Economic Systems



LESSON 2
The First Global Economic Systems

ESSENTIAL QUESTION
What are the effects of political and economic expansion?

Reading HELPDESK

Academic Vocabulary

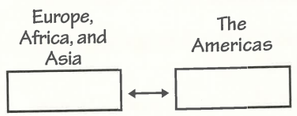
- **culture**
- **export**
- **regime**

Content Vocabulary

- **mercantilism**
- **plantations**
- **Middle Passage**

TAKING NOTES:
Key Ideas and Details

Identifying Use a graphic organizer like this one to note how plants, animals, and diseases moved between Europe, Africa, and Asia and the Americas as a result of the Columbian Exchange.



IT MATTERS BECAUSE

As the number of European colonies grew in the 1500s and 1600s, so did the volume and area of European trade, beginning a process that led to a world economy. An Atlantic slave trade also brought as many as 10 million enslaved Africans to the Americas between 1500 and the late 1800s. Species of plants and animals, along with diseases, spread between the continents. These exchanges had a lasting effect on the world's peoples.

Trade, Colonies, and Mercantilism

GUIDING QUESTION *What economic theories were put into practice during the age of exploration?*

In less than 300 years, the European age of exploration changed the world. In some areas, such as the Americas and the Spice Islands, it led to the destruction of local **cultures** and the establishment of European colonies. In others, such as Africa and mainland Southeast Asia, it left native **regimes** intact but had a strong impact on local societies and regional trade patterns. European expansion affected Africa with a dramatic increase in the slave trade, which became a key part of European trade.

European colonial expansion around the world produced a great increase in European trade. This growth was one of the first steps in the development of the world economy. The nations of Europe were creating trading empires, causing dramatic shifts in the economies and cultures of the Americas, Africa, and Asia.

Led by Portugal and Spain, European nations established many trading posts and colonies in the Americas and in the East. The establishment of these colonies played a role in the theory of **mercantilism** that dominated economic thought throughout the seventeenth century.

Mercantilists believed that the prosperity of a nation depends on a large supply of bullion, or gold and silver. To bring in gold and silver payments, nations tried to have a favorable balance of trade. The balance of trade is the difference in value between what a nation imports and hat it **exports** over time. Imports are goods brought into a country; exports are goods shipped out of a country. When the balance is favorable, the exported goods are of greater value than the imported goods.

To encourage exports, governments stimulated the growth of industries and trade. They granted subsidies to new industries. Subsidies are payments made to support enterprises a government thinks are beneficial. Governments also improved transportation systems by building roads, bridges, and canals. They placed high tariffs, or taxes, on foreign goods to keep the balance of trade favorable. Tariffs make foreign goods less attractive because they raise the price of imports. European colonies were considered to be important as sources of raw materials and were viewed as markets for exports of manufactured goods.

READING PROGRESS CHECK

Making Inferences How might mercantilism have encouraged colonial expansion abroad?

culture the customary beliefs, social forms, and material traits of a racial, religious, or social group

regime a government in power

mercantilism a set of principles that dominated economic thought in the seventeenth century; it held that the prosperity of a nation depended on a large supply of gold and silver

export to send a product or service for sale to another country

The Columbian Exchange

GUIDING QUESTION *How did the Columbian Exchange affect the Americas and Europe?*

A major goal of European exploration was to gain wealth. European nations sought to increase their wealth by exploiting sources of precious metals and raw materials in their colonies. They also tried to build wealth by increasing exports of goods from producers at home to colonial markets overseas. All of this economic activity created an immense trade network. The resulting exchange of plants and animals between Europe and the Americas is known as the Columbian Exchange. This name recognizes the explorer Christopher Columbus's key role in bringing Europe into contact with the Americas. This complex process had far-reaching results, both good and bad, on peoples around the world.

GOLD IMPORTS TO SPAIN IN THE SIXTEENTH CENTURY — CHARTS/GRAPHS

Period	Gold Imports (In grams)
1503–1510	4,965,180
1511–1520	9,153,220
1521–1530	4,889,050
1531–1540	14,466,360
1541–1550	24,957,130
1551–1560	42,620,080
1561–1570	11,530,940
1571–1580	9,429,140
1581–1590	12,101,650
1591–1600	19,451,420
Total	153,564,170

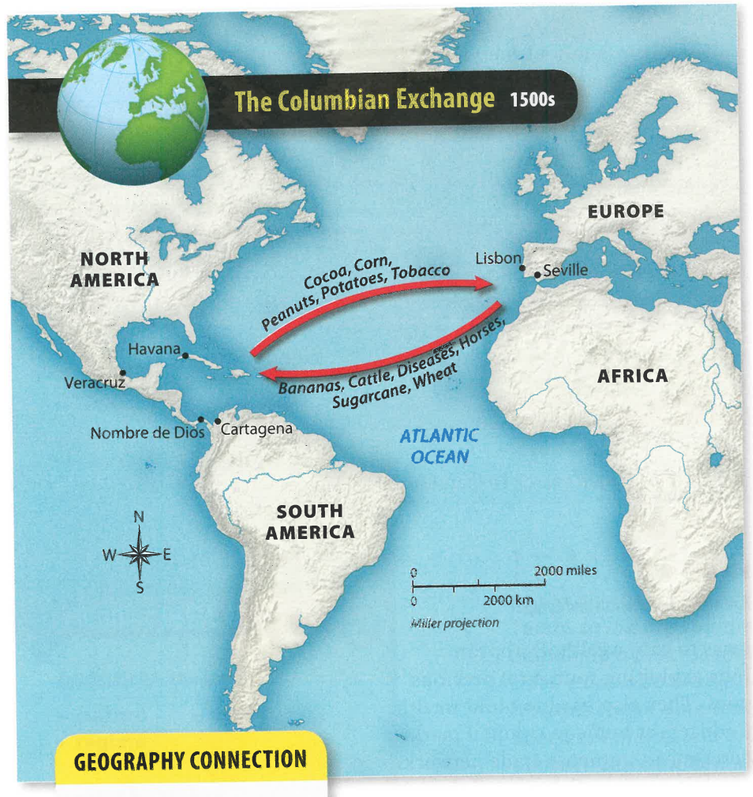
Source: Earl J. Hamilton, *American Treasure and the Price Revolution in Spain, 1501–1650*

Gold and silver from the Americas increased Spain's economic power.

▶ **CRITICAL THINKING**

1. ***Analyzing*** About how many times greater were gold imports in 1551–1560 than they had been at the beginning of the century?
2. ***Identifying*** How does this pattern of change show mercantilist goals?

PHOTO: (l to r)North Wind / North Wind Picture Archives, Giraudon/The Bridgeman Art Library International, DEA / A. DAGLI ORTI /Getty Images.
PHOTO: Giraudon



GEOGRAPHY CONNECTION

1. **PLACES AND REGIONS** *Where were cocoa and tobacco originally grown?*
2. **HUMAN SYSTEMS** *How did diseases spread as a result of the Columbian Exchange?*

plantation a large agricultural estate

Colonization and trade drove the Columbian Exchange. Colonists established **plantations** to grow sugar, cotton, vanilla, and other crops introduced to the Americas. Colonists established ranches where they raised livestock brought from Europe. Much of what the colonists grew and raised was exported to Europe. Europeans brought such plants and animals as wheat, citrus fruit, honeybees, horses, and cattle to the Americas. Horses significantly altered the lifestyles of Native Americans on the Great Plains. Horses enabled them to travel faster and over greater distances. This made hunting more effective, as they could follow the roaming bison herds. Agricultural products native to the Americas, such as potatoes, cocoa, corn, tomatoes, and tobacco, were shipped to Europe.

The exchange of plants and animals between Europe and the Americas transformed economic activity on both sides of the Atlantic. Potatoes, for example, became a basic food staple in some areas of Europe. There was a rapid increase in population because potato plants produced more food per acre than foods that had been grown there before. Elsewhere in the world, new food crops from the Americas not only supported population growth, but also changed tastes and created new markets. For example, the export of American crops such as maize and sweet potatoes to China encouraged a population explosion during the Qing dynasty, which began in 1644.

Some aspects of the Columbian Exchange proved deadly. With no immunity to European diseases, the native peoples of Mexico and Central and South America, such as the Aztec and the Inca, were ravaged by smallpox, measles, and typhus. Many of them died. Hispaniola, for example, had a population of 250,000 when Columbus arrived in 1492. By 1538, fewer than 500 Native Americans had survived. In Mexico, the population dropped from 25 million in 1500 to 1 million in 1630. Similar devastation occurred elsewhere in the region. In North America, entire communities of Native Americans died in epidemics of smallpox and other diseases brought by European settlers.

Colonization had other negative effects, such as the *encomienda* granted by Spain to Spanish settlers. This was the right to use Native Americans as laborers on plantations. The holders of an *encomienda* were supposed to protect the Native Americans, but they often abused them.

READING PROGRESS CHECK

Evaluating How did the introduction of European livestock, foods, and diseases affect people in the Americas?

European Rivals in the East

GUIDING QUESTION *How did the nature of European exploration change by the seventeenth century?*

The Spanish and Portuguese were not the only European trading powers. The Dutch, English and French also expanded their activities into Asia. The first Dutch fleet had arrived in India in 1595. Shortly after, the Dutch formed the East India Company and gradually pushed the Portuguese out of the spice trade in Southeast Asia. The Dutch domination of the spice trade led to massive profits for Dutch merchants. These profits helped make the seventeenth century a Golden Age for the Dutch as they surpassed the Spanish and Portuguese in world trade.

The English soon followed. During the first half of the seventeenth century, the English presence in India steadily increased. By 1650, the British had established a number of trading posts. From them, English ships carried Indian-made cotton goods to the East Indies. There they were bartered for spices, which were shipped back to England.

English success in India attracted rivals. While the Dutch focused on the spice trade, the French established forts along the coast of India. British efforts, however, limited the French, who were soon restricted to a handful of small territories on the southeastern coast of the subcontinent. During the Seven Years' War, the British forced the French to withdraw completely from India. The British East India Company then began to expand, ultimately giving it complete control of India.

READING PROGRESS CHECK

Drawing Conclusions How was the Dutch form of mercantilism different from that of Portugal or Spain?

▲ Turkey and citrus fruits show the range of Dutch trade.

PHOTO: Private Collection/Bridgeman Art Library

The Atlantic Slave Trade

GUIDING QUESTION *How did European expansion affect Africa and the slave trade?*

European expansion led to a dramatic increase in the slave trade. Traffic in enslaved people was not new. As in other areas of the world, slavery had been practiced in Africa since ancient times. However, the demand for enslaved Africans increased with the European settlement of the Americas in the 1490s and the planting of sugarcane there.

Plantations were established in the 1500s along the coast of Brazil and on Caribbean islands to grow sugarcane. Growing cane sugar demands many laborers. Already devastated by European diseases, the surviving population of Native Americans could not supply the labor needed. So enslaved Africans were shipped to the Americas to relieve a labor shortage on plantations.

In 1518 a Spanish ship carried the first enslaved Africans directly from Africa to the Americas. During the next two centuries, the trade in enslaved people grew dramatically. It became part of the triangular trade that connected Europe, Africa, and the American continents.

The triangular trade functioned as follows: European merchant ships carried European manufactured goods, such as guns and cloth, to Africa where they were traded for enslaved people. The enslaved Africans were then sent to the Americas and sold. European merchants then bought tobacco, molasses, sugar, and raw cotton in the Americas and shipped them back to Europe.

Middle Passage the forced voyage of enslaved Africans across the Atlantic Ocean to the Americas

As a result of this triangular trade, as many as 10 million enslaved Africans were brought to the Americas between the early sixteenth century and the late nineteenth century. Their journey from Africa to the Americas became known as the **Middle Passage**, the middle portion of the triangular trade route. Many enslaved Africans died on the journey. Those who survived often died from diseases to which they had little or no immunity.

Death rates were higher for newly arrived enslaved Africans than for those born and reared in the Americas. The new generation gradually developed at least a partial immunity to many diseases. Slaveholders, however, rarely encouraged enslaved people to have children. Many slaveholders, especially on islands in the Caribbean, believed that buying a new enslaved person was less expensive than rearing a child from birth to working age.

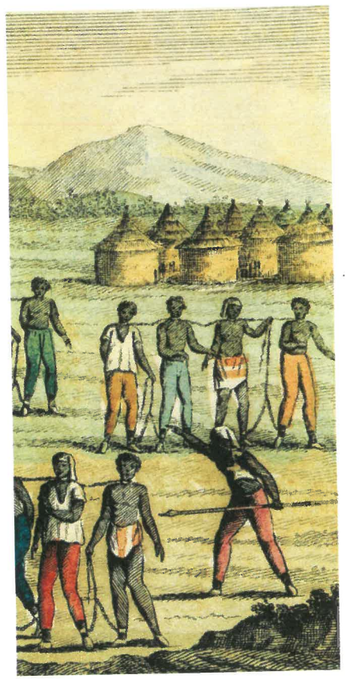
Sources of Enslaved Africans

Before Europeans arrived in the fifteenth century, most enslaved persons in Africa were prisoners of war. Europeans first bought enslaved people from African merchants at slave markets in return for gold, guns, or other European goods. Local slave traders first obtained their supplies of enslaved persons from nearby coastal regions. As demand grew, they had to move farther inland to find their victims. Local rulers became concerned about the impact of the slave trade on their societies. King Afonso of Congo (Bakongo) attempted to describe the extent of the crisis in his country.

PRIMARY SOURCE

"[W]e cannot reckon how great the damage is, since the [slave traders] are taking every day our natives, sons of the land and the sons of our noblemen and vassals and our relatives,... [S]o great, Sir, is the corruption and licentiousness that our country is being completely depopulated...."

—Afonso of Congo, from a letter to the king of Portugal, 1526



▲ The growing demand for labor in the Americas fueled the slave trade in Africa. In this image, caravans of enslaved Africans are led by local slave traders.

PHOTO: DEA / A. DAGLI ORTI / Getty Images

Europeans and other Africans, however, generally ignored such protests. Local rulers who traded in enslaved people viewed the slave trade as a source of income. Many sent raiders into defenseless villages.

Effects of the Atlantic Slave Trade

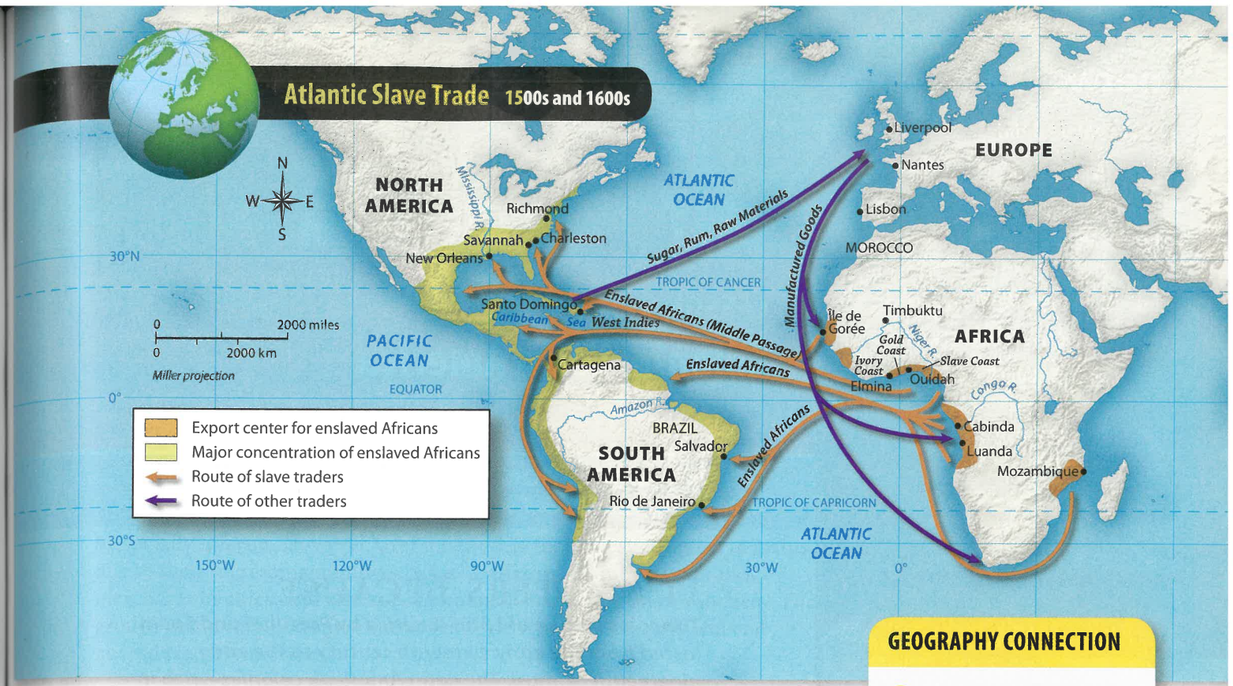
The slave trade was a tragedy for the victims and their families. Its broader effects varied from region to region. The slave trade depopulated some areas and deprived many African communities of their youngest and strongest men and women. The desire of slave traders to provide a constant supply of enslaved persons increased warfare in Africa. Coastal or near-coastal African chiefs and their followers, armed with guns acquired from the trade in enslaved people, increased raids and wars on neighboring peoples. Some Europeans lamented what they were doing to traditional African societies. One Dutch slave trader remarked:

PRIMARY SOURCE

"From us they have learned... strife, quarrelling, drunkenness, trickery, theft,... unbridled desire for what is not one's own, misdeeds unknown to them before, and... the accursed lust for gold."

—From *Africa in History: Themes and Outlines*

The slave trade had a devastating effect on some African states. The case of Benin (buh • NEEN) in West Africa is a good example. A brilliant and creative society in the sixteenth century, Benin was pulled into the slave trade. As the population declined and warfare increased, the people of



GEOGRAPHY CONNECTION

1. **THE WORLD IN SPATIAL TERMS** *Which part of Africa was the greatest source of enslaved people? Why?*
2. **HUMAN SYSTEMS** *What is the connection between the slave trade and the triangular trade?*

Benin lost faith in their gods, their art deteriorated, and human sacrifice became more common. A corrupt and brutal place, it took years to discover the brilliance of the earlier culture that was destroyed by slavery.

The use of enslaved Africans remained largely acceptable to European society. Europeans continued to view Africans as inferior beings fit chiefly for slave labor. Not until the Society of Friends, known as the Quakers, began to condemn slavery in the 1770s did feelings against slavery begin to build in Europe. Even then, it was not until the French Revolution in the 1790s that the French abolished slavery. The British ended the slave trade in 1807 and abolished slavery throughout the empire in 1833. Despite these reforms, slavery continued in the newly formed United States until the Civil War of the 1860s.

READING PROGRESS CHECK

Determining Cause and Effect How did epidemics among the Native American populations contribute to an increase in the trade of enslaved Africans?

LESSON 2 REVIEW

Reviewing Vocabulary

1. ***Summarizing*** Write a paragraph explaining the function of colonies in increasing the wealth of European nations.

Using Your Notes

2. ***Organizing*** Use your graphic organizer on the Columbian Exchange to list the plants, animals, and diseases that were exchanged among Europe and Africa and the Americas.

Answering the Guiding Questions

3. ***Identifying Central Issues*** Which economic theory was put into practice during the age of exploration?
4. ***Drawing Conclusions*** How did the Columbian Exchange affect the Americas and Europe?
5. ***Making Generalizations*** How did European exploration change by the seventeenth century?
6. ***Making Connections*** How did European expansion affect Africa and the slave trade?

Writing Activity

7. **INFORMATIVE/EXPLANATORY** Write a paragraph describing the effects, both positive and negative, of European trade on the Americas. Be sure to refer to specific ideas and specific events.

networks

There's More Online!

- ☑ CHART/GRAPH Value of Silver Mined at Potosí
- ☑ GRAPHIC ORGANIZER Social Classes in Colonial Latin America
- ☑ IMAGE Jesuit Mission in Argentina
- ☑ INTERACTIVE SELF-CHECK QUIZ
- ☑ PRIMARY SOURCE Society in Colonial Latin America
- ☑ PRIMARY SOURCE The Encomienda System
- ☑ TIME LINE Spanish and Portuguese Settlement
- ☑ VIDEO Colonial Latin America

LESSON 3

Colonial Latin America

ESSENTIAL QUESTION

What are the effects of political and economic expansion?

Reading HELPDESK

Academic Vocabulary

- **labor**
- **draft**

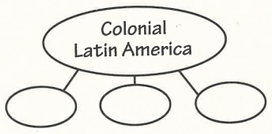
Content Vocabulary

- ***peninsulare***
- **creole**
- ***encomienda***
- **mestizo**
- **mulatto**
- ***mita***

TAKING NOTES:

Key Ideas and Details

Organizing Information Use a graphic organizer like this one to summarize the political, social, and economic characteristics of colonial Latin America.



It Matters Because

The colonization of Latin America by Portugal and Spain lasted from the early sixteenth century to the early nineteenth century. The Latin American colonies—rich in gold, silver, and other natural resources—proved to be very profitable for the two European nations. However, colonization led to many changes for both the indigenous peoples and the outsiders who settled there. The interactions of indigenous peoples, enslaved Africans, and the European colonists led to the formation of new social classes. The Catholic Church also had a great influence.

Colonial Empires in Latin America

GUIDING QUESTION *What were the social characteristics of colonial Latin America?*

In the sixteenth century, Spain and Portugal imposed their rule on the new lands they had conquered. Spain established an enormous colonial empire that included most of South America and parts of Central America and North America. At the same time, Portugal became the ruler of Brazil. Within the lands of Central and South America, a new civilization arose, which we call Latin America. This name comes from its principal languages, Spanish and Portuguese, both derived from Latin.

Social Classes

European colonies imitated the culture and social patterns of their parent countries. Colonial Latin America was divided by social classes that were based on status. At the top were ***peninsulares***, Spanish and Portuguese officials born in Europe. They were called *peninsulares* because they came from the Iberian Peninsula, the part of Europe containing Spain and Portugal. The *peninsulares* held all the important government positions. Below the *peninsulares* were the **creoles**, descendants of Europeans born in Latin America.

PHOTO: (l to r)North Wind, © The Art Archive / CORBIS, © Paul Maeyaert, © Bojan Brecelj/CORBIS.

The creoles resented the *peninsulares*, who retained power and regarded the creoles as second-class citizens.

Beneath the *peninsulares* and creoles were numerous multiracial groups. The Spanish and Portuguese in Latin America lived with Native Americans and Africans. Many Native Americans were forced to work in mines and on plantations. Because they were not able to do all the work that was required, however, enslaved Africans were also used for labor. Over a period of three centuries, as many as 8 million Africans were brought to Latin America.

Spanish rulers permitted intermarriage between Europeans and Native Americans. Their offspring became known as the **mestizos**. In addition, the offspring of Africans and Europeans—called **mulattoes**—became another social group. Other groups emerged as a result of unions between mestizos and mulattoes and between Native Americans and Africans. The coexistence of these various groups produced a unique multiracial society in Latin America.

The *peninsulares* and creoles considered all these multiethnic groups to be socially inferior. However, over a period of time, mestizos grew in status due to their increasing numbers. Some mestizos became artisans and merchants in cities, and others became small-scale farmers or ranchers. The groups at the very bottom of the social scale were the Africans and conquered Native Americans.

peninsulare a person born on the Iberian Peninsula; typically, a Spanish or Portuguese official who resided temporarily in Latin America for political and economic gain and then returned to Europe

creole a person of European descent born in Latin America and living there permanently

GEOGRAPHY CONNECTION

1. **THE WORLD IN SPATIAL TERMS** *What river formed part of the border of New Spain?*
2. **PLACES AND REGIONS** *What country had colonies to the east of the line set by the Treaty of Tordesillas?*

mestizo a person of mixed European and Native American descent

mulatto a person of mixed African and European descent

labor people with all their abilities and efforts

encomienda a system of labor the Spanish used in the Americas; Spanish landowners had the right, as granted by Queen Isabella, to use Native Americans as laborers

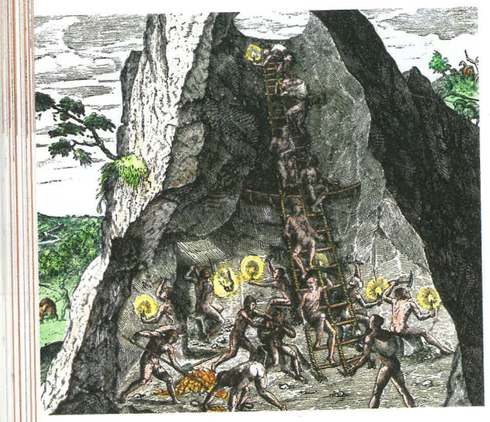
Economic Foundations

One source of wealth for the Portuguese and Spanish came from resource extraction, or the removal of natural resources from the land. The most important resource extraction was the mining of gold and silver. The abundant supply of those precious metals exported from Latin American colonies financed Spain's wars and stimulated further colonization.

Farming became a more enduring source of prosperity as Spanish and Portuguese landowners created immense estates. However, colonial farming practices also damaged the environment as a result of deforestation, overgrazing, and overcultivation of single export crops.

To maintain a supply of **labor**, the Spanish continued to make use of the ***encomienda*** system. In this system, Spanish landowners forced Native Americans to pay taxes and provide labor. In return, the landowners were expected to protect them and ensure they were instructed in the Catholic faith. In Peru, the Spanish used an arrangement known as the ***mita***, which allowed authorities to **draft** indigenous labor to work in the silver mines.

This system of landowners and dependent peasants became a feature of Latin American society, and it could be an extremely damaging one. The harsh working conditions under the system contributed to a drastic decline in the Native American population. It was the population decline among Native Americans that spurred the importation of enslaved Africans. Catholic priest Bartolomé de Las Casas (bar • to • lo • MAY day lahs CAH • sahs) spoke out against the *encomienda* and its effects on the indigenous peoples.



▲ A silver mine in Brazil

▶ **CRITICAL THINKING**

Evaluating How would Europeans find workers to mine silver?

mita a labor system that the Spanish administrators in Peru used to draft native people to work

draft to select for some purpose; to conscript

PRIMARY SOURCE

"[T]he Spaniards, from the beginning . . . were no more solicitous of promoting the preaching of the Gospel of Christ to [the Native Americans], than if they had been dogs or beasts, . . . laying many heavy [burdens] upon them, daily afflicting and persecuting them, that they might not have so much time and leisure at their own disposal, as to attend their preaching and divine service; for they looked upon that to be an impediment to their getting gold."

—Bartolomé de Las Casas, from *A Brief Account of the Destruction of the Indies*, 1534

Trade provided another avenue for profit. Besides gold and silver, other products shipped to Europe were sugar, tobacco, diamonds, and animal hides. In turn, the Europeans supplied their colonists with manufactured goods. Spain and Portugal regulated the trade of their colonies to keep other European nations out. By the beginning of the eighteenth century, however, the British and French were too powerful to be kept out of these lucrative markets.

☑ **READING PROGRESS CHECK**

Drawing Conclusions What were the two key factors in determining status in colonial Latin America?

State and Church

GUIDING QUESTION ***How did Portugal and Spain govern their colonies to promote economic gain and exert their authority?***

The Portuguese and Spanish colonial empires in Latin America lasted more than 300 years. Communication and travel between the Americas and Europe were difficult, making it impossible for the European monarchs to keep a close watch on their overseas empires. As a result, colonial officials in Latin America took liberties in carrying out imperial policies.

PHOTO: North Wind

Beginning in the mid-sixteenth century, the Portuguese monarchy attempted to assert its control over Brazil by creating the position of governor-general. The governor-general (later called a viceroy) headed a bureaucracy that governed the colony. Such an official was in the colony as a representative of the monarch. But it was not a perfect system. At best, the governor-general had only loose control over the lesser officials who governed the districts into which Brazil was divided.

To rule his American empire, the Spanish king also appointed viceroys. The first was established for New Spain (Mexico) in 1535. Another viceroy was appointed for Peru in 1543. In the eighteenth century, two additional viceroyalties (colonies ruled by a viceroy) were added. Spaniards held all major government positions.

From the beginning of their conquest of the Americas, Spanish and Portuguese rulers were determined to Christianize the indigenous peoples. This policy gave the Catholic Church great influence upon the society and culture of the Americas.

Catholic missionaries—especially the Dominicans, Franciscans, and Jesuits—fanned out to different parts of the Spanish Empire. To make their efforts easier, the missionaries brought Native Americans together into villages, or missions. There, they could be converted, taught trades, and encouraged to grow crops.

Missions enabled missionaries to control the lives of the Native Americans and make them docile subjects of the empire. The Jesuits established more than 30 missions in the region of Paraguay. Well-organized, the Jesuits made their missions into profitable businesses.

Along with the missions, the Catholic Church also built cathedrals, hospitals, and schools in the colonies. These schools gave the Native American students a basic education in the Spanish or the Portuguese language and grammar while preparing them for a religious education.

The Catholic Church provided an outlet other than marriage for women. Women could enter convents and become nuns. Women in religious orders—many of them of aristocratic background—often lived well. Many nuns worked outside their convents by running schools and hospitals. Indeed, one of these women, the Mexican nun Juana Inés de la Cruz (WAHN • ah ee • NAYS de la KROOS), wrote poetry and prose and urged that women be educated.

☑ **READING PROGRESS CHECK**

Applying What role did the Catholic Church play in the colonization of Latin America?

PHOTO: © The Art Archive / CORBIS

BIOGRAPHY

Juana Inés de la Cruz (1651–1695)

Juana Inés de la Cruz was a Mexican poet and scholar. In 1664 she was invited to the Spanish court and later had her knowledge tested by scholars. She became a nun in 1667, largely in order to focus on her studies. At the Convent of Santa Paula in Mexico, in addition to reading and writing poetry, she served as an archivist and accountant. She became the unofficial poet of the court in the 1680s and was renowned in Mexico and Spain.

▶ **CRITICAL THINKING**

Analyzing What freedoms did becoming a nun afford Juana Inés de la Cruz?

LESSON 3 REVIEW CCSS

Reviewing Vocabulary

1. ***Summarizing*** Explain how the social status of mestizos changed over time.

Using Your Notes

2. ***Identifying*** Using your graphic organizer of characteristics of colonial Latin America, summarize the political and economic features.

Answering the Guiding Questions

3. ***Applying*** What were the social characteristics of colonial Latin America?
4. ***Analyzing*** How did Portugal and Spain govern their colonies to promote economic gain and exert their authority?

Writing Activity

5. **INFORMATIVE/EXPLANATORY** Indigenous populations of colonial Latin America were forced to work for years under the *encomienda* and *mita* systems. Write three paragraphs that explain how these systems were the result of economic and political expansion.

CHAPTER 17 Assessment

CCSS

Directions: On a separate sheet of paper, answer the questions below. Make sure you read carefully and answer all parts of the questions.

Lesson Review

Lesson 1

1. **DESCRIBING** What events first sparked Europeans' interest in Asia and the Middle East, starting in the thirteenth century?
2. **CATEGORIZING** What were Europeans trying to achieve in North America in the sixteenth and seventeenth centuries? Who were some of the explorers, and where did they travel?

Lesson 2

3. **EXPLAINING** What is the theory of mercantilism? What did the governments of European nations do to encourage exports and favorable trade balances?
4. **IDENTIFYING CENTRAL ISSUES** What movement of people and goods was involved in the triangular slave trade?

Lesson 3

5. **INTERPRETING** What were the differences among *peninsulares,* creoles, mestizos, and mulattoes in Latin America? What was the main purpose of these distinctions?
6. **SPECIFYING** What natural resources did Spain find in Latin America? What did the Spanish government use those resources for?

21st Century Skills

7. **ECONOMICS** What is a country's balance of trade? What makes a trade balance favorable?
8. **GEOGRAPHY SKILLS** How would Columbus have used the ocean winds in his voyages to the Americas and home? Be specific.
9. **MAKING INFERENCES** Why do the people of Brazil speak Portuguese instead of Spanish? What event between Portugal and Spain ensured that they would?
10. **SPECULATING** If the instant communication of today had been available when European nations were exploring the world, how do you think it would have affected events?

Exploring the Essential Questions

11. Work with a partner to create a map showing places where the political and economic expansion of European states had negative effects on the indigenous peoples and/or the environment. Include visuals and primary sources of some of the people and places involved. Be prepared to draw conclusions about the effects of European expansion.

DBQ Analyzing Historical Documents

Use the document to answer the following questions.

Bartolomé de Las Casas took part in the Spanish colonization of the Americas. Shocked by the Spanish soldiers' treatment of the local people, he became a priest and worked in their defense.

PRIMARY SOURCE

"For God's sake and man's faith in him, is this the way to impose the yoke of Christ on Christian men? Is this the way to remove wild barbarism from the minds of barbarians? Is it not, rather, to act like thieves, cut-throats, and cruel plunderers and to drive the gentlest of people headlong into despair? The Indian race is not that barbaric, nor are they dull-witted or stupid, but they are easy to teach and very talented in learning all the liberal arts . . ."

—from Bartolomé de Las Casas, *In Defense of the Indians,* 1550

12. **SYNTHESIZING** Does Las Casas approve of the behavior of his countrymen in the Americas? Does he think the Spanish soldiers are good Christians?
13. **DRAWING CONCLUSIONS** Las Casas calls the Indians "the gentlest of people." Why then does he (or any European) also call them barbarians?

Extended-Response Question

14. **ARGUMENT** Who benefited the most from the first global economic system? Who lost the most?

Need Extra Help?

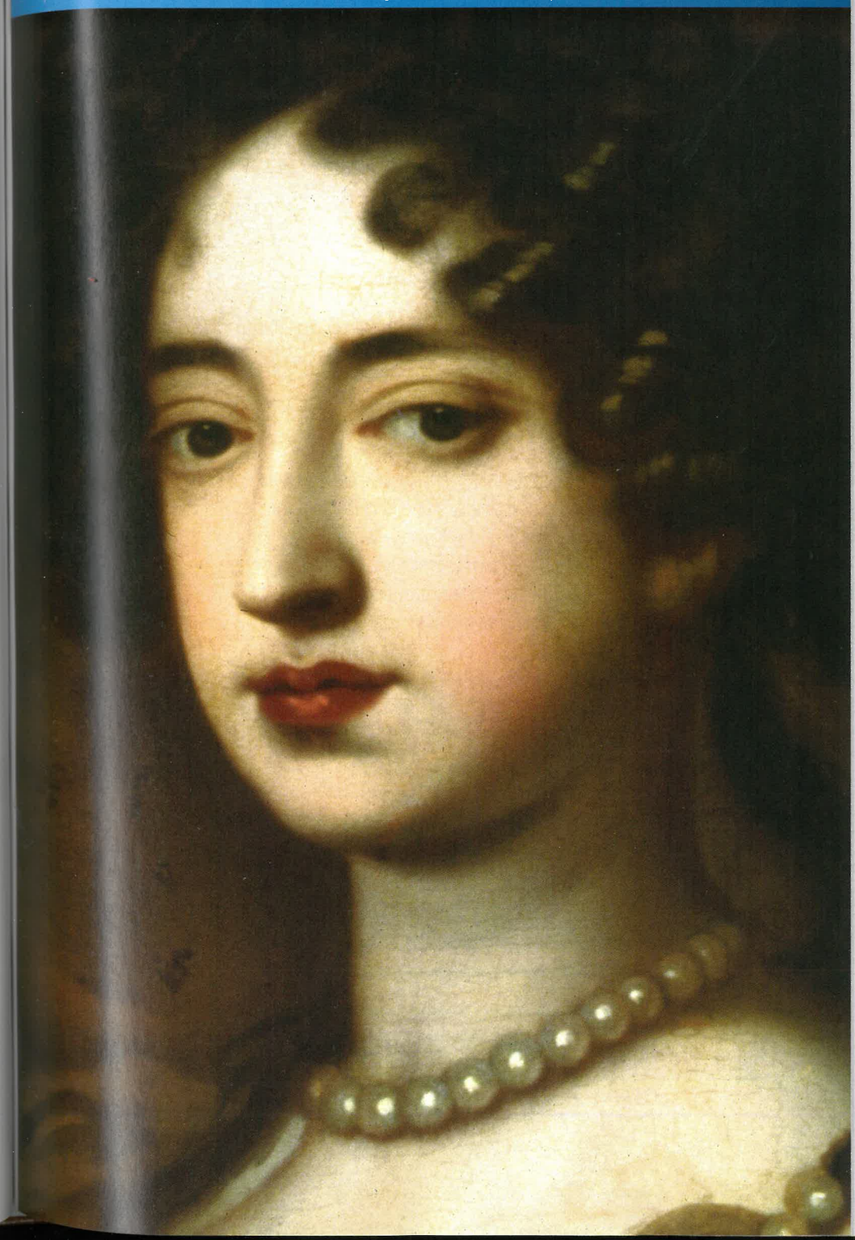
If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Go to page	320	321	326	329	332	334	327	321	332	320	320	334	334	326

Conflict and Absolutism in Europe

1550–1715

ESSENTIAL QUESTIONS

- *What effect might social, economic, and religious conflicts have on a country?*
- *How would the exercise of absolute power affect a country?*



◀ Painted in 1677, years before Mary became queen, court painter Sir Peter Lely's portrait of her already conveys a regal pride and self-assurance.

PHOTO: Sotheby / akg-images.

networks

There's More Online! about conflict and absolutism in Europe.

CHAPTER 18

Lesson 1
Europe in Crisis

Lesson 2
War and Revolution in England

Lesson 3
Absolutism in Europe

Lesson 4
European Culture After the Renaissance

The Story Matters...

In seventeenth–century Europe, absolutism was a reaction to instability. In England, the desire of King James II to practice his Catholic faith openly was opposed by Parliament, ending in the creation of a constitutional monarchy under the joint rule of William III and Mary II. Mary's life mirrors the conflicts of her time. Raised as a Protestant, she reluctantly overthrew her own Catholic father, James II.